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Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 7

February 13, 1928

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

The Red Cross Tomorrow

DR. HARRY B. WILSON resigns the superintendency of Berkeley, California, to be national director of Junior Red Cross. This is probably the most significant educational announcement of the season. A university presidency would be no more tempting opportunity for civic or educational service than leadership of the Junior Red Cross movement. We can think of no responsibility that would be quite equal to this which Dr. Wilson assumes.

There is no organization, civic or otherwise, that has the same world-wide opportunity, or emergency responsibility, in peace and war that the Red Cross has. And its tomorrow depends entirely upon the education of the children and youth of today regarding the Red Cross achievement of yesterday.

The best America of tomorrow will be made by men and women who are today inspired to be of the best immediate service in great national and international catastrophies.

There is no likelihood that any American children hereafter will fail to learn how to read, write, and cipher creditably; that they will fail to know how to be healthy and thrifty; how to take advantage of the revelations of science in the practical arts, or how to enjoy their leisure.

The Junior Red Cross brings to the children a spirit of devotion to universal service when and where there is no other organization equipped for action. Dr. Harry B. Wilson will now equip the Red Cross of the future for functioning anywhere and everywhere that an S.O.S. call cries for help. Fortunately, he has rare administrative skill, with a personality that makes a thrilling appeal to an audience. We have known no one to bring to any great mission a nobler personal and professional equipment to broadcast a message than has Harry B. Wilson as he becomes national director of Junior Red Cross.

Plymouth will be host to superintendents on Wednesday afternoon, February 29. There will be a special train from Boston, and a historical address by Dr. Randall J. Condon. Superintendent Anson B. Handy has arranged an interesting itinerary and an illustrated "Pilgrim Chronicle."

Lincoln and Kosciuszko

THE Hamtramck, Michigan, public schools celebrate the birthday of Abraham Lincoln and Thaddeus Kosciuszko on February 12. To many of the citizens of Hamtramck Kosciuszko is a national hero, from the fact that he left the plains of Poland and came to America and volunteered for service in Washington's army. As a constructive engineer he fortified Saratoga at a critical time. It was Kosciuszko who fortified the Highlands at West Point. Every pupil and student in Hamtramck will be given a leaflet which magnifies the life and service of these two men who were born on February 12.

All honor to the Detroit Board of Education for voting a medal to Mrs. Evangeline L. Lindbergh for being the mother of a world-famous son.

Ypsilanti at Seventy-five

YPSILANTI, Michigan, State Normal College, one of the first State Teachers Colleges in the country, has celebrated its seventy-fifth anniversary. President Charles McKenny and his exceptionally able faculty have made that institution one of the first strictly College State Teacher institutions. They have created laboratories, libraries, courses of study, and academic standards of university proportions. In several respects this college has been a significant professional leader and the anniversary celebration was worthy all the distinction it has earned.

Steele of Saginaw

HAROLD STEELE, superintendent of Saginaw, Michigan, who has been the only superintendent since the two Saginaws were one school district, and whose administration has made Saginaw one of the best school cities in the state, has resigned in order to carry out other professional plans. He has exceptional success, and has the hearty support of teachers and the public.

"Annie's Peak" is the name of a mountain peak in Peru. It is named for Annie Peck of Providence, who was a frequent writer for the Journal of Education forty-two years ago. She was a mountain climber in those days. Later she went to Peru and became the most famous woman mountain climber in the New World. She died recently.

Secondary Education

WE ARE using this week extracts from an article by Dr. Charles H. Judd, University of Chicago, in School Review for February, on "Unique Character of American Secondary Education," which is of inestimable value at this time. From every angle Dr. Judd presents the claims of the American secondary school to the taxpayer and for community welfare, industrially, civically and socially. He makes a complete and heroic answer to all tendencies to criticise American institutions, educational especially, as inferior to the traditional and autocratic functionings of England and Europe. Our extracts cover one feature of this remarkable championship of one of our noblest American institutions.

College Student Loans

OUR editorial on "Loans to College Students," in the issue of January 16, has brought us exceptionally interesting letters. A clipping from a Raleigh, North Carolina, daily reports effort to increase funds to loan students. President Harry Woodburn Chase of the State University said that loans from these funds were most satisfactory from both the viewpoint of the student and of the university.

Charles T. Woolen, business manager of the University, told trustees that in the forty years during which the University had been administering loan funds established by private individuals, that it had lost less than one-third of one per cent. from non-payment of the debt on the part of the student. Governor McLean told the trustees that in his private capacity he had been making loans to ambitious students for years and that the only loan not paid back was one made to a young woman who contracted tuberculosis and died shortly after the completion of her college education.

We think it of supreme interest that students on loan funds are never in the carousing, gambling, rioting class of students.

Robert M. Hutchins, the new dean of Yale Law School, says: "There is more thought applied to medical education in one year than to legal education in ten." Medical education is a science. Is legal education merely an art?

McGinnis of Revere Resigns

WILLIAM C. McGINNIS, one of the eminently successful city superintendents of New England, resigns as superintendent of Revere, Massachusetts. He has long planned more extensive professional preparation, which was the real cause of his declining the superintendency of Chelsea last year. He has been a brilliant leader of his principals and teachers, who have helped him to make that city one of the foremost cities of its size in New England. Every possible inducement was offered to retain him in Revere.

American Teachers

By A. E. WINSHIP

IT IS professionally humiliating that so many educational writers think it wise to belittle the teaching profession. The figures used are, in most cases, several years old. There are no figures that in any appropriate way truthfully represent the American teachers of today.

Here are sample paragraphs from educational addresses, magazine articles, and even from some books:—

"Of approximately 600,000 teachers in the United States about 30,000 have not completed the eight grades; 100,000 have not received academic training beyond the eighth grade, and approximately 200,000 have not completed more than two years of high school work. In point of experience approximately 150,000 have taught less than two years; 75,000 from two to three years, and 75,000 have taught from three to five years. . . . There is a widespread lack of skilled and constructive supervision and instruction for teachers in service."

Of course no one knows to what extent any of those statements are true. They are wholly opinions, official or otherwise, and they cannot be up to date as even official opinions.

The crime of inexperience is a sample of the thoughtlessness of those who make such statements. "150,000, or one-fourth, have taught less than two years." Why? Because in the last two years many cities and some states have required teachers of seventy years to retire to make place for new teachers, and in many cities and some states pensions or retirement allowances are provided for those who care to retire at sixty or sixty-five years of age. Also many teachers resign to study for college credits which will bring better positions and better salaries.

From any angle the new teachers with one or two years' experience represent an attempt of the cities and states to have better teaching. The teachers with less than an eighth-grade education are not in the less-experienced group.

Why not tell the truth in this way? There are no states that will allow any teacher to get a certificate without an eighth-grade education. Many states will not certificate a teacher without a high school education. There are few states that will certificate a teacher without some special professional training. There are few teachers in service who have not taken some professional training while in service.

Of the thousands of superintendents of cities, counties and districts not one in one hundred would dare to be a candidate who had not some educational or professional claim to fitness.

In the last five years there has been greater improvement in teaching and supervision than in the thirty years after Horace Mann's famous service in Massachusetts.

The professional advance in public schools has been as great as in the practice of medicine, law, or the ministry.

Ypsilanti Celebration

THE seventy-fifth anniversary of the Ypsilanti State Teachers College is an event of high significance. First, because Michigan was the fourth state in the Union to have a State Normal School. Massachusetts had three Normal Schools in 1839 and 1840; New York followed with a Normal School at Albany, David P. Page as principal; Connecticut, in 1849, with Henry Barnard as principal. Michigan began talking about a State Normal School as soon as the Massachusetts Normal Schools were opened. In 1849 there was legislation committing the state to the establishment of a State Normal School which was approved by the Governor March 31. On March 25, 1850, this legislation was perfected.

There were several bids for the school but Ypsilanti's was by far the best. This bid was $13,500 in cash, and the salary of the principal teacher of the model school for five years. It was also said in accepting the Ypsilanti bid that the advantages in point of health, accessibility, and locality were not second to any other place which bid for the school. The building was dedicated October 5, 1852, but the school was not opened until March 29, 1853. The delay was due to the fact that the legislature had neglected to provide for the maintenance of the school.

The original plant, when completed, including five acres of land was worth nearly $30,000, which was a princely sum for a school plant seventy-five years ago.

The Ypsilanti school from the first was one of the foremost teacher-training institutions in the country, and it has maintained that prominence.

The most interesting feature in the history of the institution is the fact that under President Charles McKenny it has made greater gains in buildings and equipment than in all previous years, and professionally and scholastically it has also gone forward by leaps and bounds in this administration.

The celebration in mid-January this year, merged with the tenth annual mid-year educational conference, was every way worthy the occasion.

Belding's Page

EDUCATION AT CUT RATES

THE quest of endowments for our higher institutions continues, despite the quoted warning of the younger Rockefeller that the era of large gifts to colleges is about ended.

One of the points insisted upon by most of the faculty heads is, that tuition ought not to be raised above present levels. Sons and daughters of middle class professional people would be barred by tuition fees which represented anything like the actual cost of instruction, these leaders say. And the colleges want young men and women from families of this particular type.

Seven eastern colleges for women have joined forces in a campaign to educate the public on the subject of giving greater financial support to the women's colleges. These institutions have, in fact, been denied their just portion of the huge endowments conferred upon men's colleges.

The weak spot in the argument of the women's colleges is their insistence that tuition cannot safely be increased. President Pendleton of Wellesley stated at a public meeting in Boston that the printing of higher tuition figures in the catalogue would scare away the desirable girls from families of moderate means.

It would not, however, be necessary to put down in cold type, without a word of explanation, a tuition figure likely to be appalling. It could be announced that the tuition is graded, from $400 to $1,000, or from $200 to $2,000, according to the financial circumstances of the student.

The community has become accustomed to doctors' charges based on precisely this principle. Educational costs could be similarly determined, upon the income of the family, the number of children, and other factors.

The problem could be approached in still another way. The principle involved in this method has also become familiar. Suppose the college continued to publish a low tuition fee. Suppose, in addition, it decided to establish a "luxury tax" to be levied upon those students who come with elaborate and costly wardrobes, expensive cars, and the like accessories, and who otherwise indulge themselves in extravagance. The presence of such persons in the undergraduate body is one of the most potent causes of the high cost of education—that "geared up" condition which has more to do with barring out desirable students than the tuition figures.

If the idea of a luxury tax upon students be abhorrent to any college president, turn things the other way about; set a high tuition figure, and provide discounts or rebates for students who practice reasonable economy.

Let it be remembered that the benefactors of colleges never intended to supply education at half or a quarter of its cost to persons amply able to pay the full cost and to spend money lavishly upon personal and social frills. In fairness to the noble men and women whose self-sacrifices have made the colleges possible, students who are in no need of subsidies should be required to pay for what they get.

Ways can be found to achieve this proper readjustment, if there is the will to hunt for them.

ROOM FOR ONE MORE, USUALLY

AMERICAN colleges and universities have shown an amazing ability to accommodate the vastly larger number of students applying for admission in recent years. Yet there is a limit to their capacity, and a great many people are remarking upon the need for more institutions. Constantly we hear that applicants are being turned away for want of room—and the conclusion is easily reached that we need more or larger colleges.

Perhaps, however, the situation is parallel to that which prevailed in the early boom period of the radio business. There was a time when the man who wanted a pair of ear phones had to shop around at a half dozen stores to find them. Each of the five stores which had no phones to sell reported one customer unable to get phones. The result was an almost immediate over-expansion in the production of radio apparatus.

It would be an easy matter to reckon one student barred from college for each failure of an applicant to gain admission at the college of his first or second or third choice.

Some hint of the actual state of affairs is obtainable from a glance at the data gathered by President Marsh of Boston University, from an inquiry sent to every college in Massachusetts, those for women as well as those for men. In answer to the question, how many fully qualified applicants were refused entry last fall, the colleges of the Bay State (all of which were heard from) reported a combined total of 141 desirable students turned away. Of this number 113 were women, 28 men. That most of these rejected applicants were admitted somewhere else is probable.

The woods around here are not very full of meritorious students waiting vainly for college doors to open. There are undoubtedly some who are worthy of an education who are forced by economic reasons to abandon their dreams of going on because of the mounting costs of instruction and social extras. But that is another story.

Anson W. Belding

Associate Editor.

The Convention Program

Tentative Outline of the Boston Meeting of the Department of Superintendence, National Education Association February 26 to March 1

Joseph M. Gwinn, President
S. D. Shankland, Secretary.

SUNDAY, FEBRUARY 26, 4 P. M.

Vesper Services: Faneuil Hall, Old North Church, Park Street Church, King's Chapel, St. Paul's Cathedral, Arlington Street Church.

MONDAY, FEBRUARY 27, 9 A. M.

Greetings: Malcolm E. Nichols, Mayor of Boston.

Response: Milton C. Potter, superintendent, Milwaukee.

Secondary Schools: For Higher Education, A. Lawrence Lowell, Harvard University. For Business and Industry, Governor Alvan T. Fuller. For the Homes, Mrs. A. H. Reeve, Philadelphia. For Citizenship, Jeremiah E. Burke, superintendent, Boston.

MONDAY EVENING, 7.30 P. M.

W. H. P. Faunce, Brown University, "The Use and Abuse of Democracy in Education."

Thomas E. Benner, University, Porto Rico, "The Inter-American Ideals."

A Film: "Education in American Schools."

TUESDAY, 9 A. M.

Fletcher Harper Swift, professor, University of California, Berkeley, "Progressive Tendencies with Respect to Sources of School Revenue."

Albert S. Cook, state superintendent, Maryland,

Fred M. Hunter, superintendent, Oakland, "Efficiency in Expenditure of School Moneys."

Reports of Committees: Edwin C. Broome, Philadelphia, "The Curriculum"; Herbert S. Weet, Rochester, N.Y., "Articulation of Administrative Units"; Albert S. Cook, state superintendent, Maryland, "Supervision"; Randall J. Condon, Cincinnati, "Educational Research"; E. C. Hartwell, Buffalo, "Boards of Education and Administrative Offices"; David A. Ward, Wilmington, Delaware, auditor; M. G. Clark, Sioux City, chairman, executive committee.

TUESDAY, 2 P. M.

ADMINISTRATIVE UNITS

State Departments: Ernest W. Butterfield, New Hampshire, "Making the Schools Public Schools."

County Superintendents: Kate V. Wofford, Laurens, South Carolina, "Equal Opportunity for the Country Child."

Cities, Population below 10,000: Philip H. Kimball, Brunswick, Maine, "Keeping the People Informed."

Cities between 10,000 and 100,000: S. E. Weber, Charleston, West Virginia, "Promoting the Best Interests of City Schools."

Cities between 100,000 and 250,000; Carroll R. Reed, Bridgeport. Conn., "Supplementary Education."

Cities above 250,000: David E. Weglein, Baltimore, "Improvement of Teachers in Service."

Assistants and District Assistants: F. M. Underwood, district superintendent, St. Louis, "Our Job."

Business Managers: Byron W. Hartley, Louisville, Ky., "School Supplies."

TUESDAY, 7.30 P. M.

F. L. Bacon, Newton, Mass., High School, "Problems and Viewpoints of the Principal"; John J. Maddox, superintendent, St. Louis, Missouri, "The Superintendent's Standpoint"; Cornelia Adair, teacher, Junior High School, Richmond, Va., "The Teacher's Standpoint"; Charles H. Judd, University of Chicago, "Should Supervision be Made Scientific?"

WEDNESDAY, 9 A. M.

W. W. Charters, University of Chicago, "What Is the Work of a Superintendent of Schools?"

John H. Beveridge, superintendent, Omaha, "Qualification of Professional Superintendent."

E. C. Hartwell, superintendent, Buffalo, "Relation of Superintendent to Lay Control."

George D. Strayer, Teachers College, New York, "Professional Training of School Executives."

A. B. Meredith, state superintendent, Connecticut, "Training of Superintendents While in Service."

THURSDAY, 9 A. M.

James R. Angell, president, Yale University, "The Endowed Institution of Higher Education in Relation to Public Education."

Lotus D. Coffman, president, University of Minnesota, "The State University, Its Relation to Public Education."

Mrs. Susan M. Dorsey, Los Angeles, "The Relation of Public Schools to Higher Education."

THURSDAY, 2 P. M.

Stratton D. Brooks, president, University of Missouri, "Education and the State."

William M. Davidson, superintendent, Pittsburgh, Pa., "Education and the Nation."

Beatrice Enson, editor, *The New Education*, London, England, "Progressive Education in England."

A. E. Winship, "The Debt of New England to the South and West."

MONDAY, 2 P. M.

DISCUSSION GROUPS

Group 1: Leonard V. Koos, University of Minnesota, "The Adolescent Youth."

Group 2: John J. Maddox, St. Louis, "Secondary School Curriculum."

Group 3: Thomas R. Cole, Seattle, "Expanding Secondary School Curriculum."

Group 4: George N. Child, Salt Lake City, "Guidance of Adolescent Boys and Girls."

Group 5: A. T. Allen, state superintendent, North Carolina, "Problems of Small High Schools."

Group 6: E. B. Canthurn, assistant superintendent, Dallas, "The Senior High School Teacher."

Group 7: R. J. Leonard, Teachers College, New York City, "The Junior College."

Group 8: Nicholas Bauer, New Orleans, "The School and Social Agencies."

Group 9: R. G. Jones, Cleveland, "Adapting Elementary Schools to Individual Pupils."

Group 10: Charles S. Meek, Toledo, "Creative Activities in Education."

Group 11: Lucy Gage, George Peabody College, "Administrative and Classroom Procedure."

Group 12: Peter W. Dykema, Teachers College, New York City, "Music Education."

Group 13: D. J. Kelly, Binghamton, N.Y., "Health and Physical Education."

Other Meetings

TEACHER TRAINING

The Department on State Teacher Training at Boston, like everything else, will break all records. There will be five sessions, which of itself breaks all records. President Dwight B. Waldo of Kalamazoo and Secretary Walter P. Morgan, Macomb, Illinois, have prepared a wonderful program.

There will be sessions on Friday and Saturday afternoon and evening, February 24 and 25, at Copley-Plaza Hotel, and on Sunday the entire membership of this Department will go to Plymouth and to Bridgewater, by busses, arrangements having been made by State Commissioner Payson Smith and Principal Arthur C. Boyden of the Bridgewater State Teachers College.

The special addresses of the three days will be by Frank N. Freeman, University of Chicago; Bruce R. Payne, George Peabody College, Nashville; W. C. Bagley, Teachers College; H. W. Holmes, Harvard Graduate School; William F. Russell, dean of Teachers College; John W. Withers, New York University; G. W. Frasier, Greeley, Colorado; Shelton Phelps, George Peabody College; G. W. Rosenloe, State University of Nebraska; F. S. Bogardus, State Teachers College, Terre Haute, Indiana; E. H. Taylor, Charleston, Illinois; President A. Linscheid, Ada, Oklahoma; President H. A. Brown, Oshkosh; President E. C. Higbie, Madison, South Dakota; Principal Charles Russell, Westfield, Massachusetts; Ernest Burnham, Kalamazoo; President E. L. Hendricks, Warrensburg, Mo.; and A. E. Winship.

TEACHERS OF MATHEMATICS

FEBRUARY 24 and 25

FRIDAY EVENING

The keynote address will give the historical and philosophical background showing the part that mathematics has played in the development of present and past civilizations.

SATURDAY MORNING

"Mathematics in Science and Modern Inventions."

"Mathematics in Modern Business, Including Its Use in Statistics and in Research by Large Corporations."

SATURDAY AFTERNOON

"The New Mathematics as a Part of the New Education: Its Nature and Functions. Its Methods and Devices. Its Challenge and Opportunity."

"Practical Applications of High School Mathematics."

The Presentation of the Third Yearbook.

SATURDAY EVENING

Banquet.

ADMINISTRATIVE WOMEN IN EDUCATION

President, Caroline S. Woodruff, Castleton, Vt.

DINNER CONFERENCE, MONDAY, 5.30 P. M.

STATLER HOTEL

Greetings and Responses From: Massachusetts, Mary Elizabeth O'Connor, Natick, Mass.; City of Boston, Dr. Fannie Fern Andrews, Boston; The Schools and Colleges, Mary Mellyn, Boston; Department of Superintendence, Elizabeth Hall, Minneapolis; The World Federation, Annie Woodward, Somerville, Mass.

Some Messages to Women—from Women: Dr. Lida Lee Tall, Towson, Md.; Dr. Lucy Wheelock, Boston; Evelyn Butler, Indianapolis; Mrs. Cora Wilson Stewart, Washington, D.C.; Dr. Helen Parkhurst, Children's University, New York City; Dorothy Stimson, Goucher College, Baltimore; Cornelia Adair, president, National Education Association.

WEDNESDAY, 2 P. M.

Problems and Achievements of Women in the Various Administrative Fields of Education: "The City Superintendent," Dr. Susan M. Dorsey, Los Angeles; "The Elementary School Principal," Mary McSkimmon, Brookline, Mass.; "The Board of Education," Mrs. Edith Leland Groves, Toronto, Canada; "The Political Field," Hon. Florence Kahn, U. S. Representative in Congress from California; "On Higher Levels All," Margaret Maguire, Philadelphia.

EDUCATIONAL PRESS ASSOCIATION

UNIVERSITY CLUB, 40 TRINITY PLACE, 12.30 P.M.

"The Educational Press, Interpreters of American Education," James F. Hosic, Teachers College, New York City; "Suggestions for Editorial Procedure," Helen W. Atwater, Washington, D.C.

Report of the Committee on Standards, Joy E. Morgan, Washington, D.C.; "Interpreting American Education to the Public," A. E. Winship, Boston.

Symposium: "The Best Creative Idea of the Year," members of the Press Association.

RURAL TEACHERS

JOHN J. TIGERT AND THE BUREAU OF EDUCATION

The Department of the Interior announces a national conference on the professional preparation of rural school teachers. The speakers are: W. C. Bagley, Teachers College, "The Extent and Criteria of Curriculum Differentiation for the Preparation of Rural Elementary School Teachers"; William S. Gray, University of Chicago, "Job Analysis as a Basis for Constructing Rural Curricula"; E. L. Hendricks, Warrensburg, Missouri, "In-service Training for Rural Teachers"; E. C. Higbie, Madison, South Dakota, "The Follow-up Activities of a Teacher Preparing Institution for Its Graduates Teaching in Rural Schools": A. C. Myers, Ohio University, and C. E. Myers, research secretary, Pennsylvania State Education Association, "Adjustment of the Supply of and Demand for Qualified Teachers—The State's Problem"; Ned Dearborn, "Legislation and State Regulations Needed to Guarantee a Sufficient Number of Adequately Prepared Young People for Rural School Positions"; Shelton Phelps, George Peabody College for Teachers, "Problem of Training Teachers for Rural Communities in Two, Three, and Four-year Standard Courses."

COUNTY SUPERINTENDENTS' GROUP TUESDAY AFTERNOON

(Arranged by Kate V. Wofford, Laurens, South Carolina.)

Equal Opportunity for the Country Child:—

"The County School Survey, an Instrument for the Equalizing of Educational Opportunities," Norman Frost, Peabody College, Nashville, Tenn.

"Equalization of Opportunities Through a Rational Curriculum for Rural Schools," Edward J. Tobin, Cook County, Illinois.

"More Efficient Machinery for Rural Schools," E. S. Richardson, Webster Parish Schools, Minden, Louisiana.

"The Country Teacher and Her Job," L. J. Berry, San Marcos, Texas.

"Equalization of Opportunity Through a Proper Program of School Finance," George B. Howard, Rowan County, North Carolina.

"Equalization of Opportunity for the Country Child Through Proper School Supervision," Ada York, San Diego, California.

ASSOCIATED EXHIBITORS, N. E. A.

R. S. Erlandson, Chicago, President.

"William McAndrew, missionary, now at large, will preach a brief and breezy sermon on 'Exhibit A.' My idea is to present a bright picture of the salesman who deals with schools. Since the cut-off by the Sons of Belial, I have to turn my time into capital." With these words former Superintendent William McAndrew of Chicago accepts the invitation to address the third annual banquet of the Associated Exhibitors, February 28, 1928, in the main ballroom of the Statler Hotel. His brilliant, scintillating wit will be richly appreciated. Governor Ralph Brewster of the State of Maine, the youngest governor in the United States, and one of the most brilliant after-dinner speakers in America, writes me: "Will be happy to accept your invitation, and will speak on 'New England.'"

A similar letter has been received from the manager of the double quartette from the Harvard Glee Club.

Perhaps the most striking acceptance of all, however, is the cablegram from Count Guiseppe de Luca of Milan, Italy, who from rich, intimate experience will speak on the subject of "Mussolini's Educational Program."

Definite acceptances from speakers and entertainers guarantee that everyone attending the third annual banquet of the Associated Exhibitors of the National Education Association will hear a program unexcelled in its interest and appeal. This annual banquet brings together all the exhibitors at the convention, and they are privileged to invite as their guests, superintendents and school executives.

The Associated Exhibitors now has the largest membership in its history, and its relations with the officers and executives of the National Education Association are most harmonious.

KAPPA DELTA PI

THE convocation dinner of Kappa Delta Pi, national honorary educational fraternity, will be held at the Hotel Copley-Plaza, Boston, Massachusetts, Tuesday evening, February 28, 1928. Dr. Lewis Terman, of Leland Stanford University, will be the principal speaker. Tickets may be secured by members by addressing E. I. F. Williams, recorder-treasurer, Heidelberg College, Tiffin, Ohio. The price is $3 per plate. Members will have an opportunity to attend the dinner during the week they are in attendance at the Department of Superintendence.

American Secondary Education

By CHARLES H. JUDD
University of Chicago

[Extracts from article in School Review for February.]

A FRIEND of mine who is the principal of an elementary school on the West Side of Chicago, near the stockyards, tells me that some years ago there came into his office a Bohemian, who introduced himself in broken English as the father of one of the boys in the school. The father said that his son, who was in the eighth grade, was being encouraged by his teacher to enter high school. He wanted to know whether it was true that the boy could go to high school. The principal assured him that it was, and added the comment that the boy was bright and was doing very well in his school work. Thinking that it might be necessary to persuade the father, the principal began to describe the advantages of a high-school education. The Bohemian, who knew only Old World ways, interrupted the principal by asking: "What will it cost me to have the boy go to high school?" "Nothing," was the reply. "Excuse me," said the Bohemian father, "I do not understand English very well." It required several repetitions to convince him that in America the opportunity of a higher education is open to every boy who finishes the eighth grade —and that without cost.

Every great social movement is an experiment in human adaptation. There is certainly no reason for discouragement in the fact that the lines along which we have been innovating are not altogether clear. We, like every generation before us, are experimenting with life, and the degree of perfection which we attain will depend quite as much on our courage to make progressive changes as on our critical insight with regard to our defects. If we need to renew our courage, we have only to look about us and to note that the ideal toward which we are striving is beginning to be accepted by nations that are much less advanced than are we in experimentation with secondary education.

The secondary schools of the world are outgrowths of the urge for higher things; they are also in a peculiar sense reflections of the social and economic conditions in the countries in which they exist. Elementary schools are much alike in all civilized countries. The secondary schools and the universities of a nation are the institutions which give distinctive character to its educational system. We can understand secondary schools only when we understand the social system of which they are a part.

The conditions of life in Europe are so thoroughly systematized that the individual has little or no escape from the classification imposed on him by inheritance. A boy born in the peasant class in any of the European countries will continue to be a peasant all his days. The artisan's son expects to enter upon some trade closely related to that which his father follows. Much of the efficiency of Europeans is due to the fact that whole families carry on from generation to generation the same industrial operations and hand down from father to son the wisdom of experience. At the levels above the peasant and artisan classes the son of professional or aristocratic parents is obligated by social expectation to maintain the tradition of his family and class.

In contrast with all this is the outlook on life of an American youth. It is not at all the uniform expectation in the United States that a boy will do what his father did before him or that a girl will imitate her mother. If there is one characteristic more conspicuous than another in an American it is his determination to seek the adventure of a career which has never been followed by any of his forebears. The possibility of migration to new parts of the country, the rapid development of new industries, the opening up of a host of new professions, have created on this continent a movement in our population and a variety of experiments in personal adaptation which have no parallel in the older civilizations.

It is quite unthinkable that American schools should develop their programs of instruction uninfluenced by the conditions which have been described. Uncertainty as to a pupil's future creates a unique problem. It is very easy to prescribe a curriculum for a boy who is stamped by heredity with an indelible mark, as is the European boy. It is a very different matter to arrange courses of study for a boy who may be a plumber or who may equally well be a legislator.

The American high school has been organized with a view to providing for pupils who do not expect to follow in the footsteps of their fathers. It has as one of its chief characteristics a flexibility which no other secondary school in the world exhibits.

If one is critical of the unsettled conditions in American life, one is likely to view the extreme flexibility of our schools with a feeling of dismay if not utter despair. One may even advocate, as some recent writers have done, a reversion to the substantial and rigid organization of European schools. There is something consoling about the immobile curriculum and the ancient customs of European institutions. One cannot but admire the secondary schools of England, where gentlemen have lived together for centuries. One must respect the *Gymnasien* of Germany, which stand as the narrow gateways to those great scientific centres, the German universities. One is justified in being

envious of the French *lycees,* where perfect style is cultivated and logic is transmitted. It is little wonder that many who are disturbed by the coming and going in our western civilization should look on European education as so much more compact than anything which we have that they would fain induce us to adopt the *Gymnasium* and the *lycee* as models on which to pattern our future.

It has come to be quite the custom for critics of American education to make hasty excursions to Europe, sometimes in person, sometimes in imagination, and to come back with descriptions of what ought to be done in America. I never read these exhortations to be like Europe without thinking of the fundamental differences in the life of the two continents which make real imitation utterly impossible. Europe has social castes. European education grew from above downward. European secondary schools were in the past and are in very large measure today the homes of aristocracy, accessible only to the élite. American education grew from below upward. The high school of this country is a part of the common-school system, and into it come great groups of young people who have no definite ideas as to the callings which they will follow in later life. Much less do these young people know what stations in society they are ultimately to occupy.

American ingenuity is heavily taxed to meet the demand for an educational device which is at once efficient and sufficiently flexible to provide for the training of the unsettled youth of this country. Two experiments have been launched to meet the demand for flexibility. One is the cosmopolitan high school. The other is the elective system.

The cosmopolitan high school is an effort to concentrate under one roof instruction in all the lines which may under any conditions be required for the preparation of secondary-school pupils for life. The special academic school or the special trade school does not provide the individual pupil with a ready opportunity for a broad training, as does the school in which all subjects are administered as parts of a single cosmopolitan plan.

The elective system is an administrative device for allowing the individual pupil the largest possible liberty to come in contact with as many and as diverse phases of experience as the school can provide.

I am not concerned at the moment either to condemn or to defend the cosmopolitan high school or the elective system. I am merely trying to indicate why we have undertaken these unique experiments in America. Schoolmasters did not deliberately decide that they would abandon the narrow, fixed curriculum which was sanctioned by tradition. They were compelled by the conditions of life around them to do something other than that which was done in this country as recently as a generation ago and is now done in countries where the social situation is less dynamic than it is in America.

It is difficult to sympathize with the terror which seems to possess some of the critics of the high school who look for its dissolution because of the variety of subjects of instruction which it provides. We live in an age when an effort is being made to intellectualize every kind of undertaking. What used to be bookkeeping has expanded under the conditions of modern business into the profession of accounting. Various forms of engineering have appeared in the list of professions because each requires long and arduous preparation as a prerequisite of success. Industry is in the hands of trained engineers. We might go on citing examples which show that high grades of intelligence and superior training are required in a hundred positions in society where formerly the professions were only three in number. How can anyone contemplate this expansion of intellectual interests in society without recognizing that the schools also must expand? The experiment of developing an enriched curriculum cannot, of course, be brought to complete success in a day, but the experiment must go forward. In some way or other the breadth of training must correspond to legitimate modern demands.

We must keep vividly in mind the principle that no solution of our American problem will ever be reached by retracing our steps. The world has never before seen an experiment in the evolution of a flexible, elective secondary-school program. No other country has ever attempted on such a scale as has the United States to raise the level of commercial and industrial undertakings by supplying a universal higher education. Vituperation of the American program is as useless as vilification of the sunrise. If anyone can tell us how to make the American secondary school more flexible he will be recognized as a leader. Any author who exhorts us to stop in the midst of our experiment and put the high school into a strait-jacket has chosen his own place among the writers of curious documents, valuable only as additions to the collections of antiquarians.

There is a coherence which results from holding rigidly to a restricted range of ideas. The fact that a pupil is taught nationalistic history yesterday, today and tomorrow may leave on his mind the impression that nationalistic history is highly important—more important, indeed, than anything else in the field of history. Such a repetitious program, which, by the way, is to be found in every European school, may serve to keep the thinking of pupils rotating about the same problems, may foster a certain type of conviction about one's own country and about its boundaries and enemies, and may supply coherence without advantage and continuity without intellectual illumination. He who advocates coherence through repetition is an unsafe guide.

To Europe for a Nickel

By MARIAN L. GILL
Brooklyn, N. Y.

ONCE I turned a corner and found myself in Europe. I went without a passport, without crossing the ocean, and spent only a nickel to get there.

Not so long ago, when teachers' salaries were forty dollars a month, I resolved to take the New York City examinations. I did so, and was appointed to a school in Brooklyn.

"You'll find the schools here very different, I'm afraid," said a New York friend.

I thought of what I was leaving—a quaint little two-room schoolhouse set in a grove of maple and pine trees, and surrounded by cornfields. I thought of its sun-swept rooms, through whose open windows in the drowsy summer weather butterflies would flit, and even an occasional bee. I thought of the chirp of the crickets, the cries of the quail, the call of the katydids, the songs of the birds. I thought of the children, quiet Quaker-like boys and girls, mainly children whose parents had lived in America for many years, some of them on farms which had been granted to their ancestors by William Penn. I thought of my real American pupils, Indians, tall, lanky, and laconic, sent by the great Indian school of Carlisle, who worked hard as farm hands to earn their board and keep.

"Different? We'll see," said I.

As I was noted for losing my way, and had no more sense of direction than a bumblebee, my friend wrote me very explicit directions as to how to reach my school, told me to stay at a certain Brooklyn hotel over-night, and to be sure to start out early the next morning, as I had a long street-car ride to reach my school, although the fare was only a nickel.

Early the next morning I got on the proper car and rode and rode and rode. At last I saw the name of the street where I had been told to alight. I got off, turned a corner—and found myself in Europe.

I was hemmed in on all sides by row upon row of what seemed to be small open-air markets on wheels, certainly odorful, and colorful as well; gleaming with the gold of oranges, the red of apples, the purple of grapes, the green of cucumbers and lettuce, and the shine of pots and pans. Here one could buy or sell anything, from pants to pretzels. These stands were presided over by a noisy, gesticulating hodge-podge of foreign-looking people who spoke many strange tongues which I had never heard before.

Along with their cries I heard the whir of motors, the clang of ambulances, the roar of the elevated, the whistle of factories, the tunes of the hurdy-gurdy; all mixed with a sad, weird, strangely beautiful chanting, which, I found out later, came from a synagogue across the street.

None of these people paid any attention to me, but went on with their excitable arguing, buying and selling.

A kind-looking man came along. He was dressed in black, wore a broad-brimmed hat, and had a very long, white beard, like the Patriarchs in the Bible. I asked him where the school was, but he only shook his head; he did not understand me, and certainly I could not understand him.

Then along came a peddler with his basket, selling bananas, candy, and apples on sticks. He ought to know where the children go, thought I, so I approached him with my question.

"I spika no Ing," said he, shaking his head.

"Shades of William Penn," said I. "English is the foreign tongue here. Am I really in America? At least I'll have work to do." Nevertheless I followed the peddler, and soon saw a tall brick building with many windows. It was my school at last.

But although the school was different the children were the same. Arax and Esther, and Tony and Isaac loved Mother Goose and Cinderella and the Three Bears, just as my little Quaker children had done. And I loved them, for they needed me more. They were being "made in America," not in many generations, but in one.

That they may be well made in America is the hope of their friend, a schoolmarm from the country, who some day, perhaps, will be able no longer to turn a corner here in America to find herself in Europe.

Intensive study prematurely made is bound to result in doubtful conclusions and much waste effort. —Edward William Dolch.

Word Meanings

EDWARD WILLIAM DOLCH of the University of Illinois presents a study which is quite astonishing. He shows that in five books of one school reader series there are 365 words of the same spelling and two different meanings; 99 with *three* meanings; 47 with *four* meanings; fourteen with *five* meanings; five with *six* meanings: five with *seven* meanings; and one with *eight* meanings.

In the five books of one series *there were* 536 *groups of words with more than one meaning to the same spelling.* There were 1,358 meanings—more than one meaning for the same spelling.

In this series of readers *keep* is used with six meanings and the same spelling: *keep* what I give you, *keep* school, what is *keeping* you? *keep* close by me, *keep* Christmas, *keep* your word.

Another example: Turn to the *right;* give a *right* answer; do it *right* away; defend the *right;* he had the *right* to.

There was no suggestion anywhere in the five books that *keep* and *right* did not always have the same meaning.

Professor Dolch avoids a common error in such studies in that he never calls an *inflection* or *derivation* a new word.

We think Professor Dolch has the only study that has five books of a series. The rule is to study only the two lower books. In the third reader there are 859 times in which a word had two meanings, 228 had three meanings, 125 had four meanings, and thirteen words had fifteen different meanings each. In the fourth reader there were 1,075 words used with two meanings, and 246 with three meanings. In the fifth reader there were 963 words used with two meanings. There was never any indication that there was more than one meaning to any word.

"Reading and Word Meanings," by Dr. Edward William Dolch, University of Illinois (Ginn & Company), is the most fascinating study of "Word Meanings" that we have seen, and for half-a-century we have tried to know every book on the unusual use of words.

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It isn't the job we intended to do
  Or the labor we've just begun,
That puts us right on the balance sheet,
  It's the work we have really done.

Our credit is built upon things we do,
  Our debit on things we shirk,
The man who totals the biggest plus
  Is the man who completes his work.

Good intentions do not pay our bills,
  It is easy enough to plan,
To wish is the play of an office boy,
  To do is the work of a man.

—Waverly Press, Baltimore.

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Personal and Professional

EDWARD H. DUTCHER, dean of principals of East Orange, New Jersey, has been a school principal thirty-six years. Albert H. Wilson of East Orange has been a principal thirty-five years, and Frank S. Coe of East Orange has been a principal thirty-four years. These three East Orange principals have been in this game 105 years.

SAMUEL W. WILLIAMS, Wyoming, Ohio, graduate of Ohio Wesleyan College, Delaware, Ohio, who recently celebrated his one hundredth anniversary, is thought to be the oldest living college graduate. He graduated from Wesleyan College in 1848. He taught a few years after graduation, but was an editor of the Methodist Book Concern of Cincinnati for fifty years.

A. WELLINGTON TAYLOR, dean of Graduate School of Business Administration, New York University, makes a remarkable report upon the growth of the department. The enrollment increased fifty per cent. this year, representing 169 different colleges and universities, thirty-three of which are foreign educational institutions. The plan is to raise $3,500,000 for buildings for the Graduate School of Business Administration with an endowment of $1,000,000. The Graduate School of Business Administration is in the Wall Street section, which advantage Dean Taylor is improving.

CHARLES W. TENNEY, president of Gooding College, Wesleyan, Idaho, president of the department of higher education of the State Education Association, is dean of university and college presidents of the state. He has done much to promote interests of the colleges of Idaho and Montana. In the state are seven institutions of higher education. Four of these are state institutions—State University of Moscow and State University of Pocatello, the Teachers College at Lewiston and Albion. The others are Gooding College, the College of Idaho at Caldwell, the college at Nampa, and the college at Rexburg.

ROBERT DEVORE LEHIGH, Hepburn professor of government at Williams College, will become the first president of Bennington College, a new liberal arts college for women to be established at Bennington, Vermont. The announcement is made by Mrs. Hall Park McCullough of New York and North Bennington, chairman of the board of the new college. Mrs. McCullough, on behalf of Bennington College, says that institution, which will open in the fall of 1929, will stress "modern standards of progressive education" and will aim at developing the special abilities of the individual student. The college is to be privately endowed, $800,000 already having been contributed by residents and summer folk of Bennington. Bennington College was chartered in 1924. Dr. Lehigh is a graduate of Bowdoin, studied education and political sciences at Columbia, taught for a time at Reed College, Portland, Ore., and has been lecturer on government at Columbia and Barnard College. At the time of his appointment to Williams he was one of the youngest full professors in a first rank college. He becomes president of Bennington College at the age of thirty-seven.

JAMES A. CHALMERS, who succeeds the late Charles T. Woodbury as principal of the Fitchburg high school, is promoted from the science department in the school. He is the son of Dr. James Chalmers, principal of the State Teachers College, Framingham, Massachusetts. Dr. Chalmers was superintendent of Fitchburg when he was elected to the Framingham position.

WILLIS L. UHL, University of Wisconsin, has created a highly effective plan of interesting pupils in the writing of English that is both good and good for something, which is a rare achievement in public schools.

GEORGE L. BUCK was elected president of Silver, Burdett and Company, January 5, 1928, to succeed the late Haviland Stevenson, who died December 1, 1927. Mr. Buck was born in Watkins, New York, September 4, 1877. He was graduated from Colgate University in 1901, where he was a member of the Phi Kappa Psi and Phi Beta Kappa fraternities. He entered the employ of Silver, Burdett and Company in 1903, in agency work, and later became assistant manager of the Chicago office. In 1920 he was transferred to Boston, where he succeeded the late Albert E. Carr as treasurer. In 1922 the executive offices of the company were moved from Boston to Newark, where Mr. Buck up to his election as president has functioned as first vice-president and treasurer of the company.

CHARLES POTTER, president of the Seattle Principals' Association, passed away in Seattle on January 8. Mr. Potter was not only prominent in the Seattle organization, but was one of the leaders in the Department of Elementary School Principals, and this year was doing a splendid piece of work as chairman of the membership committee. Those who attended the Seattle convention will recall Mr. Potter's activities on the hospitality committee.

MISS JEAN L. SOULES of Spokane, president of the Department of Classroom Teachers, has been granted a three-months' leave of absence with salary by her School Board to attend the Boston meeting and to carry on work in the inter-

est of the department. Miss Soules will hold conferences in the following states: Arizona, Illinois, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Mexico, Oklahoma, Oregon, Vermont, Wisconsin, and the District of Columbia. Her program also includes addresses before several Teacher Training Schools.

Miss Soules served as a state chairman of the Committee on Professional Ethics, which formulated the Washington Education Association Code of Ethics. She was chairman of the Committee on the Revision of the Constitution of the Washington Education Association, and has been active in legislative campaigns, speaking before various organizations on state educational measures, and in behalf of the National Education Bill as well as on problems relating directly to the classroom. For the past three years she has been a member of the Executive Committee of the Department of Classroom Teachers of the National Education Association, and in this capacity has conducted many regional conferences besides carrying on for the department an extensive survey on retardation costs due to overcrowded classes. In all her contacts Miss Soules shows a fine courage, unusual tact, a tolerant humor, and sincere conviction. Possibly, to an observer of her work and methods the most impressive thing about her is a profound devotion to the problems of the classroom teacher.

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School Problems

Edited by a School Executive

75. Should book agents be allowed to interview teachers and school committee men? (Wisconsin.)

Very few publishing houses allow their agents to visit teachers and school boards without first getting the approval of the superintendent of schools. A book man frequently asks from a superintendent or supervisor with whom he is conferring, permission to send sample books to committees of teachers or principals who may be assisting in curriculum revision and textbook selection, but the day of pushing books and supplies in through teacher or school committee influence is past. Publishing houses of the better class are quite clear on their ethics, and hire only men of the type who can understand and follow them.

From a business point of view book agents have time and material for only those who have power of selection and recommendation, and this power usually lies with the superintendent or someone to whom he delegates it. Therefore, there is a kind of unwritten law, both from a business and ethical viewpoint, which answers this question with No.

76. What can we do about the economy wave that is attacking our education? (Massachusetts.)

First wait for it to get close locally and then be ready to meet it with facts, figures, and courage. Let us not hurry it in any way. A sense of fitness in our budgeting and in all school requests is very necessary just now. We need to hold and build up, carefully and constantly, the confidence of the people in public education. Unwise or untimely requests for money or new legislation just now may precipitate discussions and surveys which we can meet if necessary, but which under the economic pressure that some of our people are feeling so badly might do our schools great harm.

When the wave strikes, all the resources of information, state and national as well as local, should be used, and school men should be ready to defend school costs from all points of view. The people should be educated not only in the reasons for the great increased cost of education and the comparisons with other expenses of American life, but in what they are getting educationally for their money. This is difficult because many of our results are intangible. very much interwoven with the results of other institutions and the final showing a long distance goal, but nevertheless we must be able to show the people that they are getting more than their money's worth if we are to keep our schools from serious economic injury. We need to take the people more into our confidence as to what we are trying to do in our schools. The school must go out with its message to the people and in a form which the people can understand. This is the safest way to meet false economy.

77. How many teachers' meetings a year should a superintendent hold? (Maine.)

Years ago I asked a wise old superintendent that same question, and he answered: "As many as he needs," and then he grinned. Meeting the needs is, of course, the real gauge on when and how many teachers' meetings you will hold. I have known superintendents who had a rule of holding monthly meetings, and sometimes, I fear, they arranged the meeting and then found something with which to fill it. I have known superintendents who called a meeting every week, and one who ran a city system of over five thousand children without calling a teachers' meeting a whole year. Neither of those two extremes worked.

The teachers' meeting is a valuable medium of getting unity of understanding, co-operation, and forward movement in a teaching corps. It should be a place of free and live discussion. It is the superintendent's finest opportunity to get his ideals and purposes across to his teachers in mass.

The teachers are crowded with conferences, courses and outside work, but very few of them object to meetings as frequently as once a month, if they are real, worthwhile affairs. What they do object to is listening to routine directions that could reach them quite as successfully through the mail. Long, late meetings after school are not popular. The closing of school even a half-hour early, because it is a mark of kindly consideration, often leads to a more friendly, receptive mood on the part of the teachers and pays large dividends. The custom of a superintendent making nearly all his meetings principals' meetings and getting his whole corps together but once a year is not usually wise. Teachers want to know their chief; they want to know his goals and plans in the big, and his friendly interest and personality stimulate their loyalty and enthusiasm. Their pride needs that stimulation that he is counting constantly on the intensive work of each and every one of them to help him put across their common program, and that if one of them fails he fails. The teachers' meeting must be fitted into the needs and conditions of the teachers as well as the rest of the system, and that means a local count when it comes to deciding "how many."

Milestones in Humane Education

By MRS. H. CLAY PRESTON

Director, Department of Humane Education, American Society for the Prevention of Cruelty to Animals.

BELIEVING that humane education should be an elemental factor in character education and should become an integral factor in the life of every school, twenty-four states have, since 1908, passed compulsory humane education laws. This has not been done in the belief that such teaching should be made perfunctory or forced upon any teacher, but that by recognition given through educational enactments it is placed upon the same status as other school subjects. A digest of these laws may be obtained from this department.

The pioneer Humane Education Society was founded by George T. Angell and incorporated in 1889 by a special act of the Massachusetts Legislature. It is called the American Humane Education Society, and is an organized effort to carry humane education into American schools and homes.

The American Society for the Prevention of Cruelty to Animals in 1920 established a Department of Humane Education and has since endeavored not only to foster humaneness in the schools of New York State and City, but has extended its activities to all parts of the world. Literature for the use of teachers has been published, the most noteworthy being written under the direction of Miss Frances Clarke, by the teachers of the Maxwell Training School for Teachers, Brooklyn, N.Y.

In the examination issued in Connecticut for State Teachers elementary certificate in drawing, November, 1927, Rule 23 states:—

> "Make a poster, inspired by a lesson on a phase of humane education."

This places humaneness on an equal footing with other curricula subjects taught in Connecticut, and is a great step forward. As part of the regular school work in New York State and Connecticut poster and rhyme contests are held annually, and are endorsed by the Board of Education. As part of the visual instruction course nine sets of lantern slides, furnished by the A. S. P. C. A. are in constant use through the medium of the American Museum of Natural History, New York City. Lecturers are also employed to give their services in the public and parochial schools, and a set of prepared slides may be purchased from this department. Extra-curricular activities include work among such organizations as the Boy Scouts, Girl Scouts and Camp Fire Girls, in groups in Sunday Schools, settlement houses, etc.

As a justification of the work done in New York State, the Board of Regents, on January 29, 1927, appointed a Council on character and humane education.

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Thousands of teachers the past year have had a similar experience to that of Mrs. Marion Loney, a California teacher, who writes:

> "An epidemic of influenza broke out in our community and I got it. Had an extra hard dose of it and was confined to bed for nearly three weeks. Then I needed a T. C. U. check—and I got it!"

How easy it is for something to happen—an overplus of the wrong kind of germs, or an accident. One starts out in the morning feeling fine, with the world looking like a good place in which to live. But this evening—or tomorrow—may find one in the hospital, facing a prolonged period of inactivity and a greatly increased expense account.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Child Is Father of the Man

It is the charming power of poetry to express in a few inspiring words a truth so mighty that the mind of man cannot comprehend it in all its meanings. When the spirit that resides in the human breast wishes to express itself it makes use of a common carrier, a series of ordinary words, the colors of the rainbow, or lovely musical notes, and weaves out of them a garment for itself through which its own beauty shines as though through a veil. Real poetry, therefore, like real music and real art of any kind, is on a higher plane than the ordinary acts of men. Each has about it the magic and the charm of an inspired and inspiring central thought. In the beautiful poem you are about to hear the mighty singer, Wordsworth, in a few carefully chosen words, has laid before the souls of men the secret of all happiness and success. He counsels us to keep the enthusiasm of our youth, to find joy in simple and beautiful things, and live with each day made glorious by acts of gentleness and love.

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now that I am a man:
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

How beautifully our lives would grow up with us if we but remembered that out of the golden spirit of our youth must develop the character of the man or woman we are to be in the days to come.

Weeds

It requires real insight for the human mind to see the purpose of good in things which the world is accustomed to cast aside. Within the compass of the garden walls the weed grows side by side with the precious flower; unless the hand of the gardener stays the life, it reaches forth and robs its fair sister of the sun. Beside the road, covered by the dust of passing wheels, the weed lifts up its strong head and dares to put forth its feet even into the road itself, defying death in its purpose to overrun the earth. The mind questions: "Of what use are weeds?" "Why do they thrive when the gentle perish? What strength lies buried in their autumn seeds that shields them against the ice and snow and lifts them up in the early hours of spring to preempt the earth?"

The poet Carruth has built a lovely poem about the ungainly weed. Like all true poets he peers far underneath the shining surface for the truth. He asks this mighty question of the weeds:—

Have ye, too, dreams of better things to be:
Of worlds in which the crooked shall be straight,
Where all that are in bondage shall be free
And lifted up all those of low estate;
Where, to the thought that knows the potent seeds,
Weeds shall be e'en as flowers, flowers as weeds?
—William H. Carruth.

Life is a garden, rich and beautiful. In it the weed and the flower bloom side by side. Who can say for certain which is weed and which is flower?

The People of the Night—I

(From Hawaii)

The people were afraid. They did not dare go into the hills for wood nor tend their flocks out of sight of the village. They stayed behind closed doors at night and only breathed freely when the sun peeped over the great, smoking hills. The Ponaturi were abroad; queer, misshapen, evil spirits, whispering, whispering evil things; setting neighbor against neighbor with evil lies; stirring up strife between brothers in the same house by dangling wonderful necklaces of shell before their admiring eyes; murdering in secret and, in every other evil way, trying to destroy the happiness of every one. Ta-Whaki looked on with sad eyes, for he was a noble youth. "The Ponaturi," said he to his brothers, "must be destroyed. They go forth at night and slay and burn and stir up strife. We must find where they hide during the hours when the eye of the sun is upon them. It may happen that finding them, the great sun will aid us to destroy them." So saying Ta-Whaki and his brother Kariki started out along the white beach to find the lair of the Ponaturi. All day they traveled and all night and in the dawn of the second day came to a thatched hut that stood on a high bank overlooking the sea. Before the hut sat an old woman. Her head was in her hands and she wept; the salt tears running down through her wrinkled fingers and making round spots on the smooth sand between her feet. "Old mother," said Ta-Whaki, "why do you weep?" "I weep," said the old woman, "because I must sit here all night and warn the Ponaturi of the coming of the dawn. Here they come to sleep after their mischief is done in the world, but at the first peep of the sun they hurry away to the land under the sea, for like all evil things they cannot live in the open day." "Mother," said Ta-Whaki, "we have come to destroy the Ponaturi." "Alas," cried the woman. "That cannot be. Only the sun can destroy them and they are too shrewd to let him catch them. You will only be killed and eaten by these terrible creatures." "Nevertheless," said Ta-Whaki, "we shall hide in the deep thatch of the roof and do what can be done." The two brothers spent the rest of the day gathering soft moss in the woods and piling it behind the house. When night came they stood before the old lady and said: "Would you be free of the evil spirits?" and she said: "Oh, yes, I would gladly be free." "Then," said Ta-Whaki, "you must sit as before and when the Ponaturi call out to you asking about the dawn you are to say: 'Sleep on, sleep on! I shall call you at the right time!' Now mark you well, old mother, the right time for them is when I shall say the word and not an instant before."

(To be continued.)

The People of the Night—II

Ta-Whaki and his brother hid themselves in the thatch, just as the Ponaturi came rushing in through the doorway. The evil spirits were so tired out after their evening of terrible doings that they threw themselves down at once and fell fast asleep. When not an eye watched, not an ear listened, the brothers slipped out of the thatch and began plugging up all the holes in the hut with the soft moss. All night they worked and every now and then they heard one of the Ponaturi cry out: "Old woman, has the dawn come?" and each time they heard the old woman say: "Sleep on! Sleep on! I shall call you at the right time." Just at dawn as the sun touched the peak of the hut the Ponaturi cried out

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again: "Old woman, has the dawn come?" and once again the old woman lulled them to sleep by saying: "Sleep on! Sleep on! I shall call you at the right time." When the sun was an hour high its light crept down from the top of the hut to the straw sides and once again the Ponaturi cried out: "Old woman, has the dawn come?" but the old woman lulled them to sleep again by saying: "Sleep on! Sleep on! I shall call you at the right time."

Very soon the light of the sun was white and hot on the side of the hut. "Now," whispered Ta-Whaki to the old lady, "is the right time to call them." Just at that moment the Ponaturi called out: "The side of the hut grows warm! Old woman, has the dawn come?" And the old woman answered: "Yes, yes, it is now time to get up!" As she said the words the brothers ran rapidly around the hut pulling out the plugs of moss. Through each hole in the wall a dagger of clear light darted so swiftly that the Ponaturi could not dodge out of its way. Screams of rage and loud wails and cries for help came from within. Then all became still as death. Ta-Whaki strode to the door and threw it open. Behold! The Ponaturi were all dead, pierced through and through by the sharp lances of the light.

You may be sure there was great rejoicing in the village. Ta-Whaki and his brother wore scarlet hibiscus flowers in their black hair, and the old woman was given a seat at the right hand of the chief. Then Ta-Whaki rose up and said: "The Ponaturi died when the lances of the sun struck them, so shall all evil die when the lances of the truth are cast by strong hands of just men."

Flowers of the Law

In talking to a florist one day I remarked that my geraniums would not blossom, but instead ran all to big leaves and rangy stems. The florist smiled. "The answer to your trouble," said he, "is very simple. Put the plants in smaller pots." "Why smaller pots?" I asked. "Because," said he, "as long as the roots run wild with more freedom than is good for them, the plant runs wild also, but once let the roots come up against the sides of the pot and the plant will settle down to being a useful member of your household." On the way home I pondered over the advice of the florist. Did it apply to human beings as well as to geraniums? I made up my mind it did. In these days when we hear so much about individual rights it is well to keep in mind the very wholesome truth that only in those places where every citizen is willing to sacrifice something for the common good is there a chance for the blossoming of all that is good and noble. Imagine a situation where every one could go just as he pleased, where roots, so to speak, ran entirely wild, without any law to give them form or keep them separate from the roots of others. Under such conditions an evil man would rob others in his neighborhood; a sick man would infect all the others around; a man who used vile language would poison the ears of little children; in other words, no person would be safe, and civilization would rapidly melt away into the worst form of savagery. In order to prevent all this each of us gives up rights; we agree not to spit on the sidewalk, or tell dirty stories, or lie about our neighbors, or steal, or do one another bodily harm. In other words we place about ourselves a wall of law, against which our roots grow in bountiful security, take shape and feed into our daily lives those qualities that make American citizenship such a beautiful thing in the world. Let us, therefore, think often of the geranium with its roots against the sides of the pot, and its branches green in the sunlight and crowned with the glory of crimson flowers. Let us, then, apply thought to ourselves, and understand that peace, and comfort, and freedom all are the glorious blossoms that arise in any spot where the roots of society are enclosed, happily, in the strong walls of the law.

NEW HEATH LATIN SERIES

W. L. Carr, General Editor

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To follow FIRST LATIN LESSONS by the same authors. The reading material of FIRST LATIN LESSONS deals with three central themes which are intended to introduce the pupil to the life and ideals of the Roman: namely, Roman home life, classical mythology, and Roman courage and patriotism. In SECOND LATIN LESSONS these three themes are continued with the addition of certain phases of Roman literature, history and geography. The two books provide all the grammatical and reading material needed for the first two years of Latin as recommended in the General Report of the Classical Investigation and as defined by the College Entrance Examination Board.

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EDUCATION IN ACTION

To Put Microscope On Rural Schools

In seeking to apply the microscope to education, Professor J. K. Hart of the School of Education at the University of Wisconsin goes not to the city, but to the country—to the "little red schoolhouse" and its modern prototype. "I am proposing," he said in a recent statement, "to examine anew, from the grass roots upward, the natural processes of education as these are found in a number of small communities, in order to determine, if possible, the natural incidence of those processes upon both children and adults in such communities, and with the hope of reaching some clearer understanding of the interrelationships of all the various factors that make up actual education, so that, perhaps, a more convincing allocation of educational responsibilities may be arrived at." Professor Hart explained that the phrase "natural processes of education" will be understood to include all the experiences that any individual may enjoy or suffer or "think" about. "The school has no monopoly of education," he commented.

Berlin "U" Recognizes Traffic as Science

"Meet Doctor of Traffic X" will soon be heard as a form of introduction in Berlin academic circles. The University of Commerce has recognized traffic and traffic management as sciences and has decided to offer lectures and establish three professorships in traffic. The three professorships will be held respectively by an economist, an expert in traffic management and an expert on tourist traffic.

Farm Children Superior New Zealand Survey Finds

Farm children are superior to city-reared children, says a national report on a survey of the physical growth and mental attainment of the boys and girls of New Zealand. Superiority of farmers' children was most pronounced at the age of thirteen. The survey included 20,000 town and country children ranging in age from ten to fourteen. Grouping the boys and girls in accordance with the fathers' occupation the investigators ascertained that the children of the farmers were tallest, being closely followed by those of professional men. Regarding weight it was shown that farmers' children were markedly heavier than the average, the difference increasing with age, while the children of professional men, though above the average in height, showed no excess in weight. The survey showed that the average height and average weight of children of good mental attainment were greater than in the case of those of inferior ability.

Vital College Function Not Found in Trade

The function of colleges is to serve education whether they serve business or not, declared Dr. Ernest M. Hopkins, president of Dartmouth College, in an address in which he pointed out that modern industry does, in fact, rest upon the discoveries of earlier scholars and draws most of its executives from college ranks. "The concern of the college is, first, more and better thinking; that mental processes may be disinterested; that they shall be true, and that they shall contribute to the ennoblement of man's soul as well as to the indulgence of his body," President Hopkins said. "The industrial life of America, manufacturing efficiency, mass production and the economic surplus which these create, rest not on the platitudes of materialists, but on the quiet, painstaking research of scholars, eager to extend the frontiers of knowledge and accepting as sufficient reward the self-consciousness of having discovered new truth."

North Carolina Schools Gain

This year North Carolina is spending between $35,000,000 and $37,000,000 on its elementary schools, as compared with less than $1,000,000 at the beginning of the present century, state department of education figures show. The greatest increases have come about since 1920. There are being transported daily to and from school more than 100,000 rural children. This was brought about through consolidation, made possible largely by the state's system of highways, on which more than $100,000,000 have been spent since 1921. Rural communities have received from the state nearly $20,000,000 since 1921 from what is known as the loan fund, established by the General Assembly. Also, there is an equalizing fund amounting to $3,250,000 for the benefit of counties whose taxes do not take care of local educational needs.

Urge Health Exam At Early Age

The finest bit of national insurance is the health education program administered in our public schools systems. Health is not God given. It must be worked for. The best way to insure the individual's and the nation's health is to start early with the child, says James Edward Rogers, president, department of school health and physical education, National Education Association. One of the best national movements in the field of education is the pre-school health program being developed throughout the country largely through the influence of the Parent-Teacher Associations, Woman's Clubs and other like organizations. These groups are co-operating, that the child may have a physical and health examination before entering school, and that his physical defects may be corrected before he enters the first grade. The medical profession has found that many of the troubles of the eyes, nose and throat that retard children and make their school life difficult could have been avoided in the infant years before the age of five.

Columbia Finds Age No Study Handicap

Adults learn as rapidly as children and students of fifty years are about as ready intellectually as those of twenty-five, according to the result of experiments at Columbia University, described by James C. Egbert, director of University Extension. The extension and home study students of Columbia include a number of octogenarians. "Lack of opportunity and of the desire to learn explain the generally accepted theory that adults can learn only with great difficulty," he said. "By increasing the opportunity we shall increase the desire, and evidence is multiplying that University Extension is supplying the opportunity." Last year one student was 83 years of age, one of 80, one of 77 and one of 75. Sixteen were above 70 years of age, eighty-seven were between 60 and 70; 345 between 50 and 60; 878 between 40 and 50; 1,822 between 30 and 40; 2,015 between 20 and 30, and only 192 under 20 years.

Japan Abolishes Entrance Test

A blow of first importance has been struck at the chief defect of Japan's educational system. The official gazette of the Ministry of Education announces that hereafter entrance examinations to the middle school (corresponding to the junior high school of the United States) will be abolished. Graduates of primary schools seeking admission to middle schools will hereafter take no examinations, but will be judged on their physical condition,

mental ability and standing in their respective primary schools. The written examination has proven entirely inadequate and unfair. Because of the very limited accommodations in the schools most of the applicants had to be turned away. As high value is placed upon winning educational credentials, students did everything possible to pass the test. Months of intensive cramming to the acceptance of gifts by teachers and principals from parents were some of the unsavory features of the written entrance test.

Attendance Gains In Night Schools

The growing consciousness on the part of adults that they should continue their education is revealing itself by a general and growing interest in the public evening school, says L. R. Alderman, specialist in adult education of the Federal Bureau of Education. Enrollment, based on figures from cities of 10,000 population or more in the United States, showed 134,778 pupils in 1910, while reports from the same cities in 1920, the latest figures available, indicated an increase to 943,442. It is explained that accurate statistics for evening schools are difficult to obtain, because of the great variation in methods used by city departments of education in keeping such records. "When we realize that there are probably 25,000,000 people who could profit by attendance at these schools we see that the number actually enrolled is small." Mr. Alderman said: "If the evening schools were as effective in all districts as they are in some districts, the attendance in them, instead of being less than 1,000,000, would be 10,000,000 or 12,000,000."

Would Measure Congressmen

Measurements of members of the National House and Senate is to be attempted during the present term of Congress by Dr. Arthur MacDonald, anthropologist, in an effort to determine the physical status of the American people. Dr. MacDonald will try also to arrive at mental and physical proportions of the citizenry of thirty other nations through similar examination of their legislative bodies, which he is endeavoring to arrange with the co-operation of the state department. He believes members of Congress to represent, both mentally and physically, the American people. He explains why he is selecting law-making bodies as the bases for his tests: "The physical measurements of members of Congress represent the anthropological status of the whole country much better than measurements of any other body of men. More important still, these measurements will be a basis for the health of the nation."

Students of Today Praised

"Despite all the distractions of the present generation we are dealing with a greater intellectual class of students than ever before in the history of our country," William Mather Lewis, president of Lafayette College, Easton, Pa., recently declared. "Fifty years ago we did not have the radio, automobile, and numerous other pleasure contrivances that exist today, but despite this students are accomplishing more and mastering their studies," he said. Although statements have been made crediting the present generation of students with having abandoned the classical works of centuries, Lewis said that students are adjusting themselves to the modern times and with all the pleasures that exist are steadily advancing in literature.

Princeton Rules Are Disappearing

Freshman customs and regulations are slowly becoming a thing of the past at Princeton. Hazing of freshmen in any form is not permitted, and what few rules govern freshman actions are not rigidly enforced. Punishment of freshmen which necessitated personal encounters has been outlawed by the university authorities for a number of years. "Horsing" was substituted, which meant that members of the upper classes could order freshmen to do things which would make them appear ridiculous. At the present time "horsing" has disappeared and only a few rules concerning freshman dress and courtesies are in force.

Thirteen Twins In One School

Thirteen sets of twins attend San Jacinto High School, Houston, Tex., and because of the numerical strength of this squad the school claims the "twin championship" of the United States. Girls predominate on the "twin team." There are fifteen of them. But the boys are numerous enough to form a football team. Five of the thirteen sets of twins consist of girls, three consist of boys and the other five are "mixed doubles."

Many Take Up Agriculture

Approximately seventy-two per cent. of all graduates of state agricultural schools in New York are known to be engaged in farming or related occupations, according to a recent survey, results of which have been summarized by the State department of education. This is exclusive of short-term and special students who attended school for less than the three-year curriculum. Ten and five-tenths per cent. of the graduates are known to be engaged in non-agricultural pursuits, and a number have died. It is estimated that, if information were available concerning those whose occupation is not known, it would be found that of the nearly 2,000 graduates of state agricultural schools about eighty-three per cent. are at present following agricultural pursuits.

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This letter comes from Augusta, Maine. It is the work of a third and fourth grade, and we're proud of them.

"What fun we have had reading PENNIE. We like it very, very much. We have read CLEMATIS and WHO KNOWS this year, but we like PENNIE the best. We could hardly wait to find out to whom Jo Anne belonged. Most of us have baby brothers and sisters that we love, and we were glad PENNIE could keep Jo Anne. Our teacher told us about seeing and talking with you in Portland at the convention. She said you wanted to know how boys and girls liked PENNIE, so we wanted to let you know how much we like it. Our next book will be DAN'S BOY. We thank you for writing all these interesting books for us to read."

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Schools Require Weekly Bath

Cold winter weather is no longer an excuse for the poorer children of Russelsheim in Hessia, Germany, to stop bathing. The city's public schools have included in their regular curriculum for the higher grades weekly shower baths to be taken on the school premises under the supervision of the class teacher.

Are You Coming to Boston for the Big Doings?

If so, be sure to visit the Journal of Education Booth (No. 131)

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East Northfield, Mass.

TREND OF THE TIMES

AUSTRALIA is soon to take up the entire question of Australian representation in the United States, according to an announcement made by Premier Bruce. There is no dissatisfaction, he stated, with the old system of having a "high commissioner" stationed at New York. There has been agitation for a minister at Washington following the examples set by Ireland and Canada.

WORLD WAR against disease waged in the last twenty-five years has been so successful that human life is now being prolonged in thirty-two different countries, to the extent of about 635,000 lives each year, according to John K. Gore, vice-president of a large life insurance company. In twenty-eight countries the general death rate has been reduced, in some cases by as much as nine persons per 1,000; in only four has it increased.

FEW PERSONS sixty-five years old or over are actually dependent, declares the National Civic Federation. This statement has been widely challenged mainly on the contention that the figures in the report were not representative of the nation as the survey was confined to four Eastern states. Dr. John A Lapp, professor of Sociology at Marquette University, declares: "It is the irony of fate that while the span of life has been lengthened the working period has been shortened and a longer stretch of old-age dependency results."

BELGIAN CHEMISTS are working day and night at the National University in Brussels in an effort to produce a poison gas neutralizer. Large sums have been collected by public subscription, which the King himself headed, for this purpose. Belgium is very much awake to the part poison gas is certain to play in the next war, and experts on chemical warfare declare that the country which can produce a poison gas neutralizer is certain to come out on top.

SUNDAY is a day of dread among locomotive engineers in view of the increasing number of grade crossing crashes on that day, declares Homer D. Howard, veteran engineer. Many engineers, he said, refuse to work on the Sabbath in fear that a careless motorist will disregard signals and drive into the path of their train.

MOTOR TOUR vacations will be taken by more than 44,000,000 people, over a third of the nation, during 1928. Over $3,500,000,000 will be spent according to preliminary estimates by the American Automobile Association. "These tentative estimates for 1928 may appear large, but they are in reality conservative and are based strictly on the figures for the last few years and the normal growth that each year has brought," it was stated.

SEVEN ATTEMPTS to cross the North Atlantic by airplane from Europe to America have already been announced. Three of the attempts will be made by British airmen, two by French, one by German and one by Austrian fliers.

NEW SYSTEM for settling Englishmen in Canada is now being tried out by the Oversea Settlement Committee, and it promises success. Hundreds of soldiers now in their last months of service are being specially trained in farming methods and will be sent to Canada as reservists to cultivate large areas for the next five years. Only those physically fit to stand hard work are selected.

WORLD PEACE is on a firmer foundation than two years ago, declares Lord Cushendun, new British representative at Geneva. "I am convinced that at least another century will pass before there will be danger of another war," he said. Britain, he added, has not the slightest intention of entering into competition with the United States in navy building.

BANK OF FRANCE has in its vaults something over $700,000,000 worth of gold and available in England $100,000,000 worth. In the last fifteen months the bank has accumulated foreign liquid assets to the extent of $1,200,000,000. Circulation now stands at 58,000,000,000 paper francs. These facts were brought out when the French government lifted the ban on exportation of capital from the country. Taking the paper franc at its present value of twenty centimes the bank has about enough gold available to redeem the whole circulation.

TRANSATLANTIC steamship lines have entered upon what they admit to be a race for speed leadership, with liners that will cross the ocean in four days the goal. English, German, Italian and American companies are planning and building huge boats emphasizing speed and luxurious accommodations. Four days and less in crossing the Atlantic is no idle dream, officials declare.

The BOOK TABLE

PROGRESSIVE WORD STUDIES. Book One, Fifth and Sixth Grades. Book Two, Seventh and Eighth Grades. By J. N. Hunt. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Present-day emphasis on spelling is highly scientific, and at the same time every spelling book or word study magnifies the art of learning to spell correctly, and the Hunt "Progressive Word Studies" marks its own course skilfully and has developed many important devices.

In the case of practically every word there is something to interest the child in that word. The words are in small groups, usually not more than eight or twelve words. For instance, there are groups of words used on a cotton plantation, about a cotton plant and in a cotton mill.

In the same way there are several groups of words about woolen mills, sheep, etc. About a dry goods store, a hardware store, grocery store, jewelry store, railroad station, trains, etc. The post office and many groups of words.

In every case there are groups of words with some special interest. Sometimes it magnifies a long or short sound. Sometimes it is a group of words. Sometimes it is a group with a class of suffixes or prefixes. Sometimes it is a group of adjectives or verbs. The child's interest can never lag. Nothing can ever grow stale. Every group is dynamic, never static.

NEWSON READERS. By Catherine T. Bryce and Rose Lees Hardy, assistant superintendent, Washington, D. C. With illustrations by C. T. Nightingale and other artists.

PLAYTIME. Primer. Real reading about things that the youngest pupils are pleased to read about.

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THE OPEN DOOR, Book Two, really opens the door to the great world the children of seven and eight years are beginning to know.

STORY LAND. Book Three. Edna Turpin joins Miss Bryce and Miss Hardy in the making of this book of more than fifty stories, each equally instructive and fascinating for little people.

TEACHERS' MANUALS (two) by Miss Bryce, Miss Hardy and Geneva Johnston Hecox, supervisor of primary grades, Washington, D. C.

New York and Chicago: Newson and Company.

There has been no more successful writer for teachers in recent years than Catherine T. Bryce, who began her famous line of book making in Newton, Massachusetts. This she continued with intensified success in Cleveland. Her work on the faculty of Yale University heightened the scientific importance of her work and greatly extended her literary horizon, and this series of Newson Readers presents Miss Bryce at her best, and she has associated with her important talent which has the thrill of experience in the best of modern schools.

READ AND DO. By Maud C. Stubbings. Illustrated by Genevieve M. Watts, Mark Twain School, Chicago. Tablets for class use. Chicago: Hall and McCreary Company.

The title tells the whole story. The little people must read, read by themselves and then do what their reading tells them to do. If they do anything that they are not told to do there is never any way to undo it. It is the latest word in this line of pupil's work. The early pages make simple suggestions, but later the child reads many directions and has to do something quite elaborate.

ABRAHAM LINCOLN: HIS WORDS AND DEEDS. By Oscar Taylor Corson. Cloth. 254 pages. Dansville, N. Y.: F. A. Owen Publishing Company.

Of all the "Lives of Lincoln" that have been written none has the same charm that Dr. Corson has given in his "Lincoln: His Words and Deeds." It is focused to captivate the reader and to leave a lasting impression.

Into this portraiture of the greatest personality of the nineteenth century Dr. Corson presents the most vital functioning of human character, humility, reverence, loyalty, honesty, simplicity, humor and magnanimity.

These seven virtues have been magnified in the professional activities of Dr. Corson as schoolmaster, city and state superintendent, but more especially as educational writer and platform charmer for forty years. Those of us who have appreciated his ingenious and masterful emphasis of these essentials of character can appreciate the satisfaction he must have had in using the "words and deeds" of the greatest American of the nineteenth century in passing on to the schools his personal ideals.

Dr. Corson has been several years in sifting the vital factors in the life of Mr. Lincoln, winnowing the essentials from the non-essentials, and "Lincoln: His Words and Deeds" is a glorious result.

BREAD-LOAF TALKS ON TEACHING LITERATURE. By Alfred M. Hitchcock, Hartford High School. Cloth. 120 pages. New York: Henry Holt and Company.

This is an attractive and inspiring book for teachers who really wish to have students learn to appreciate good literature. There are five lectures. The first is "The Task," how to teach the young to read. "The Teacher": Teaching is a great adventure, teaching literature is among the finest of all adventures. The teacher of literature must know literature in a broad way and must have a passionate love of a few books. He must know the adolescent mind, must want to know it in its relation to literature.

"The Individual": The teacher must be intensely interested in a student as an individual.. "The kind of intelligence that is measurable is merely one element of individuality, and, I suspect, not the most important." "Reducing" is a brilliant appeal for eliminating much of geography "that has been so diluted and blended with dilute history and dilute sociology and steamship advertising matter, that it is now but insipid postum." The fifth lecture on "Traps" is a frank talk about the "Traps" set today to catch high school students and give them an excuse for dodging literature by tricky suggestions that literature is not up-to-date.

Books Received

"A Short Anthology of French Canadian Prose Literature." By W. A. R. Kerr. New York: Longmans, Green & Company.

"Wilderness Adventures." By W. L. Underwood.—"Outline of European History," Part II. By James H. Robinson, Charles A. Beard.—"Latin Morphology." Forms A, B, C, D, E. By Alexander Inglis. Boston, Mass.: Ginn and Company.

"Building My House of Health." —"The Safety Hill of Health." By Lummis & Schawe. New York: World Book Company.

"Our High School Clubs." By Blackburn. — "France." By Regis Michaud and A. Marinoni.—"Supplementary Problems in Algebra." By Sackett and Fitzgerald.—"Through the Gateway." By Florence Brewer Boeckel. New York: The Macmillan Company.

"First Course in Botany" (Laboratory Manual). By Poole, Evans and Caldwell. Boston: Ginn & Co.

"A First Book in Chemistry." By Robert H. Bradbury. New York: D. Appleton Company.

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It would be well if teachers were required to accept jury duty. In order to enable them to perform this public service laws should be passed to compel communities to continue teachers' salaries and pay for substitutes for the necessary time. It would help our judicial system, since teachers would make excellent jurors; and it would help our educational system, since the teachers would be more efficient because of this social and institutional experience. It would be good finance and good policy.

Hitherto, most teachers have been political nonenities. They have accepted the situation for themselves, and others have advised them that such is their proper status. The reasons have been various. Before the days of tenure, state certification, and professional training, school positions were frequently political; and if any teacher had views contrary to those of the local powers, it was well to practice concealment.

Another reason has arisen from the non-partisan character of schools. Textbooks are non-partisan, and political and civic instruction is non-partisan. Teachers have often kept this spirit of impartiality in their attitude toward parties with the result that they have been inactive, or have merely voted with the least possible display. There is a difference between a teacher as a formal instructor and a teacher as a citizen.

Another reason has been the fact that teachers could not count for much on the check list. There were too few of them. With most of the teachers women, and they not voters, a city of twenty thousand inhabitants might not have ten voters among its teachers—a superintendent, a principal or two for large elementary schools, and a few men in the high school. The question of the relation of teachers to politics little troubled the politicians.

This last reason has lost its force since the ratification of the nineteenth amendment. There are enough teachers' votes to count in elections and the influence of teachers should reach beyond their own ballots. In any case, now, teachers must consider their own connection with political matters. The entire problem has been changed in the last seven years.

The attitude toward political parties by school authorities, as well as other leaders, should be very different in the twentieth century from what it was in the nineteenth. Beginning with Washington's Farewell Address as a notable illustration, parties have been looked upon as a necessary weakness of human nature above which intelligent persons will rise to a kind of majestic neutrality. Whenever teachers now feel that way they have been taught a poor history of their country and are teaching it. Parties are not sordid groups to be shunned by honest persons, but necessary instrumentalities of popular government to be supported by all patriotic citizens.

Accordingly, every teacher should feel that it is a patriotic duty to be allied with some national party, to vote on election days, and to show all the proper interest and enthusiasm connected therewith. If some official, somewhere, should tell teachers that they should not display political colors, he should be told by some one that it is he that is acting unpatriotically. Nobody should cause anybody to be afraid to exercise one's duties as a citizen. If teachers, as a body, are timid politically, they are poor guides of youth, who should become, as adults, fearless and independent thinkers.

The idea that harm will result to pupils if they know that their teacher is a Republican or a Democrat is imaginary. Pupils hear more politics talked at home than they will ever hear even from an indiscreet teacher. She will not change them because she is known to be affiliated with some party. She will only make them more interested to play a part later on. This is real teaching by example. What lesson in the conventional civics can equal it?

Teachers migrate. They can take their national and state party affiliations with them. It is more difficult to get an intelligent command of local conditions. But it is in municipal affairs that intelligent voters are most needed, and it is here that teachers may be able to do the most good. Teachers cannot justify activity in politics, unless they are governed by social and patriotic motives. Being interested in civic improvement, honest government, and efficient administration, teachers that have lived long in a place, by their votes and influence on public opinion, may expect to have a real part in local betterment. Nor need newly arrived teachers wait years before gaining information as to local details. The older teachers should have local pride enough to attend to this.

Now what is the point of the foregoing advice? It is this: The country needs citizens that have an intelligent and active interest in its popular government. Teachers by training and occupation are qualified to understand political conditions. Their position as teachers should encourage them rather than restrain them in unselfish political activity. If this seems in some sections to be an extreme view, it may be confidently predicted that it will not seem so twenty-five years from now.

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The Fellow Who Tries

There is always a way to rise, my lad,
Always a way to advance,
But the road that leads to Mount Success
Does not pass by the way of Chance;
It goes through the stations of Work and Strive,
Through the Valley to Persevere.
And the man that succeeds while others fail
Must be willing to pay most dear.
For there's always a way to fail, my lad,
Always a way to slide,
And the men you find at the foot of the hill
All sought for an easy side.
So on and up, though the road be rough,
And the storms come thick and fast;
There is room at the top for the fellow who tries,
And victory comes at last.

—Selected.

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